



English Language Arts Curriculum Map

Wonders Grade 4 - Unit 3



Introduction

In the Spring of 2020, Memphis-Shelby County Schools (SCS) convened an official committee to review and vote for K-12 Literacy curricula to be implemented for SY 2020-21. The committee engaged in several professional learning opportunities with the goal of ensuring that committee members were able to make informed decisions around high quality instructional materials. As indicated by the official results, the following products were selected by majority vote: **McGraw-Hill Wonders** for K-5 and **Savvas myPerspectives** for 6-12.

What does this mean?

As expected, with any new adoption many things will change. Student tasks and activities, along with many of the selected texts and materials will change. Unit topics and even sequencing may change. However, there are some instructional norms that we are committed to as a district that will not change:

- There will continue to be a focus on collaborative and intentional planning. We know that to implement a lesson that meets the expectations of the standards, teachers must internalize the lesson and its intended outcomes and intentionally plan for these outcomes.
- With this in mind, we are still committed to providing students with lessons implemented with *integrity*. This means that lessons fully meet the expectations of the instructional shifts and the TN Academic standards.
- MSCS continues to be committed to strengthening early (K-2) and continuing literacy (3-12).



Teacher Support

Across the nation, school districts are facing ongoing challenges due to teacher shortages and the need to support a growing number of new and novice educators—many of whom may not have a background in education. To meet the diverse needs of new, novice, and returning teachers, we have curated curriculum resources designed to provide practical, standards-based instructional support.

For grades K-5, lesson planning PowerPoints have been developed, while grades 6-12 educators can access comprehensive lesson planning guides. These resources include targeted, standards-aligned instructional guidance, clear student expectations, quick access to essential teaching materials, student work examples and answer keys, explicit writing opportunities, and much more. Click [\[here\]](#) to access the [kindergarten through fifth grade lesson planning resources](#).

Vision of ELA Instruction

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction

In our ELA classrooms, research-based instructional practices will include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

How to Use the Curriculum Map

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom.

Guidance for ELA Instruction

In K-5, ELA instruction focuses on meaning based and foundational skills instruction. The *Wonders* curriculum is comprehensive and integrates both meaning based and foundational skills instruction. The ELA block includes both whole group and small group instruction. In K-2 a minimum of 120 minutes should be dedicated to literacy instruction. While in 3-5, 90 minutes is the expectation. The components for whole group and small group instruction are spelled out in the curriculum maps and the instructional frameworks that address pacing within the lessons. During the core or whole group teachers are expected to engage all students in the learning. Meanwhile, during small group the teacher will work with groups of students to engage in instruction that is specific to that group’s needs. While the teacher is working with a small group, the other students are expected to engage in workstation activities. Suggested workstation activities are provided in the Wonders curriculum and highlighted in the curriculum maps.

ESL: English Language Development

To support teachers in helping to ensure success for Multilingual Learners (MLs) in the general education classroom, the Wonders curriculum provides recommendations for scaffolds throughout the curriculum. ESL supports will be found in purple in the Teacher’s Edition. ESL Supports aligned to the unit lessons can be found in the Bridge to English resource located in the digital platform. These supports include Language Objectives, Spanish cognates, suggested vocabulary, and scaffolds to promote academic and language growth. To access Bridge to English, click on your grade level: [Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#). Additional supports for Newcomers in grades K-2 can be found in the Newcomer Teacher’s Guide, which should be utilized in the ELD support block.

The ELPA21 English Language Proficiency (ELP) standards can be found here: <https://elpa21.org/wp-content/uploads/2023/02/1.2.2-ELP-Standards-2014.pdf>



Reading Resource Toolkit

Instructional Supports

ConnectEd https://my.mheducation.com/login	<p>ConnectEd is the McGraw Hill Wonders online platform. This platform contains digital copies of all print materials. It also contains professional development videos, a resource library and daily presentations to support instruction.</p>
Wonders Scope and Sequence https://drive.google.com/drive/folders/1fM8P0NvAMTPeGDHpNiZb0rHCZxDSR2MC?usp=sharing	<p>Click here to access Wonders Foundational Skills Scope and Sequence for K-5. These documents outline the grade level's instructional trajectory.</p>
Instructional Routines https://drive.google.com/file/d/14-gTs2oWoZQ8xBhBtBFdyaTIUAmK3WZ1/view?usp=sharing	<p>The Instructional Routines Handbook provides step-by-step guides to key instructional practices embedded in the Wonders program. Routines reflect best classroom practices and help students focus on the new learning task, rather than learning a new way to do something.</p>
The Tennessee ELA Standards: https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html	<p>Teachers can access the Tennessee State Standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level.</p>
MSCS ELA Standards Guides https://scsk12-my.sharepoint.com/:f/g/personal/harrisonjr_scsk12_org/EjV_sUgF5fNBKRr3eSNvV4B9RHbTqnJZz_nvtexBmW2QQ?e=2yfA9R	<p>To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, this standard guide shows core instructional moves for a given skill within the standard. For each skill, the standards guide also includes criteria for success, potential student misconceptions, and scaffolding ideas.</p>
Instructional Framework https://drive.google.com/file/d/1UqvFWPC1dfq5UOryH-5SOrDIAVMPhpHR/view?usp=sharing	<p>The 3rd–5th Grade Instructional Framework is designed to provide guidance around the 90-minute Wonders literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building, and grade-level structures, as well as student needs and instructional goals, may influence scheduling within the ELA block.</p>
Managing Small Groups https://tinyurl.com/y9xhq3z	<p>This book by Vicki Gibson and Doug Fisher provides methodology and guidelines for implementing differentiated instruction in the classroom.</p>
Engagement Protocols https://bit.ly/3MhsfHK	<p>This collection of classroom engagement protocols and strategies are designed to provide teachers with a list of engagement ideas that can be used during instruction in order to promote active engagement and collaboration which can lead to increased student performance.</p>
English Language Development (ELD) Standards Crosswalk https://bit.ly/3IsHjEe	<p>A standards crosswalk is a tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection. In this document, the Tennessee English Language Development (ELD) Standards are systematically cross-walked with the Tennessee Academic Standards in English Language Arts (ELA) to support integrated instructional planning for English learners (ELs).</p>

Foundational Skills Support

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

Best for All: TN Foundational Skills Resources https://bestforall.tnedu.gov/lessons-and-learning-item?content-id=7252	These resources, which include Sounds First, TNFSCS, and videos were developed to support students' foundational skills acquisition.
TDOE Reading 360 Trainings https://bestforall.tnedu.gov/collection?collection-id=7551	Click here to access the TDOE Reading 360 Course I for Early Reading Training, an asynchronous training to build teachers' knowledge and understanding around the Science of Reading and the Sounds First approach.
Achieve the Core Foundational Skills https://achievethecore.org/category/1206/ela-literacy-foundational-skills	Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include foundational skills professional development. Links to all these resources and more can be accessed through the url provided.
TNDOE Professional Learning Video Library https://www.pbslearningmedia.org/collection/professional-learning-tennessee-state-standards/?topic_id=1061	TNDOE PBS Learning Media provides video examples of foundational skills instruction by grade band.
Reading Coach https://coach.microsoft.com/webapp/welcome	Reading Coach, a free tool from Microsoft, provides personalized and adaptive reading fluency practice using AI. It helps students improve their reading skills through engaging, customizable content and feedback. To access Reading Coach, simply click on the waffle icon in the top left corner of Outlook, then select "Reading Coach" from the apps menu.
<div>  Science and Reading Correlation </div>	
Savvas Elevatescience https://scsk12.sharepoint.com/:b:/s/MSCSOfficeofLiteracy/EVZA1pWHeAtPuUFI5cLR7u8B4JugKoqPCgrY035fMNC3SA?e=RCVk9j	Savvas Learning has created a Reading Correlation Guide that correlates elevateScience with the McGraw Hill Wonders program. The guide highlights thematic connections that exist between elevateScience and McGraw Hill Wonders. Thus, showing how elevateScience can be integrated into the classroom alongside other programs.

Note: To access the resource, click the link. If the link does not open when clicked, copy and paste the link into the browser of your Internet search engine.



OCTOBER 2025- Fourth Grade Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9 of Quarter 1	29	30	1 Unit 2-Genre Study 1 Week 2- Day 8	2 Unit 2-Genre Study 1 Week 2- Day 9	3 Unit 2-Genre Study 1 Week 2- Day 10 1st Nine Weeks Ends
Week 10 of Quarter 1	6 Unit 2-Genre Study 2 Week 3- Day 1 2nd Nine Weeks Begins	7 Unit 2-Genre Study 2 Week 3- Day 2	8 Unit 2-Genre Study 2 Week 3- Day 3	9 Unit 2-Genre Study 2 Week 3- Day 4	10 Unit 2-Genre Study 2 Week 3- Day 5 Performance Matters Formative Assessment #1 Window Closes
FALL BREAK NO SCHOOL	FALL BREAK NO SCHOOL	FALL BREAK NO SCHOOL	FALL BREAK NO SCHOOL	FALL BREAK NO SCHOOL	FALL BREAK NO SCHOOL
Week 1 of Quarter 2	20 Unit 2-Genre Study 2 Week 4- Day 6 Students Return	21 Unit 2-Genre Study 2 Week 4- Day 7	22 Unit 2-Genre Study 2 Week 4- Day 8	23 Unit 2-Genre Study 2 Week 4- Day 9	24 Unit 2-Genre Study 2 Week 4- Day 10
Week 2 of Quarter 2	27 Unit 2-Genre Study 3 Week 5-Day 1	28 Unit 2-Genre Study 3 Week 5-Day 2	29 Unit 2-Genre Study 3 Week 5-Day 3	30 Unit 2-Genre Study 3 Week 5-Day 4	31 Unit 2-Genre Study 3 Week 5-Day 5
Notes: Click here to access your grade level's new ELA lesson planning resource. Fall Break is October 13 th -17 th . Quarter 2 begins October 6 th .					

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

Please use this suggested pacing calendar as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind, depending on their individual class needs.

 NOVEMBER 2025-Fourth Grade Pacing Calendar					
Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 of Quarter 2	27	28	29	30	31 Unit 2-Genre Study 3 Week 5-Day 5
Week 4 of Quarter 2	3 Unit 2, Review, Extend, and Assess Week 6, Day 1-2	4 Unit 2, Review, Extend, and Assess Week 6, Day 3-4	5 Unit 2, Review, Extend, and Assess Week 6, Day 5	6 Unit 3-Genre Study 1 Week 1-Day 1	7 Unit 3-Genre Study 1 Week 1-Day 2
Week 5 of Quarter 2	10 Inservice (Students Out)	11 Veterans' Day (Students Out)	12 Unit 3-Genre Study 1 Week 1-Day 3	13 Unit 3-Genre Study 1 Week 1-Day 4	14 Unit 3-Genre Study 1 Week 1-Day 5
Week 6 of Quarter 2	17 Unit 3-Genre Study 1 Week 2-Day 6	18 Unit 3-Genre Study 1 Week 2-Day 7	19 Unit 3-Genre Study 1 Week 2-Day 8	20 Unit 3-Genre Study 1 Week 2-Day 9	21 Unit 3-Genre Study 1 Week 2-Day 10
No School	24 Thanksgiving Break (Students Out)	25 Thanksgiving Break (Students Out)	26 Thanksgiving Break (Students Out)	27 Thanksgiving Break (Students Out)	28 Thanksgiving Break (Students Out)

Notes: Click [here](#) to access your grade level's new ELA lesson planning resource.

School is out November 24-November 28 due to the Thanksgiving holiday break.

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

Please use this suggested pacing calendar as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind, depending on their individual class needs.

Noteworthy: During the month of November, students will be out of school due to holidays as well as Inservice. Therefore, the first week of November's pacing calendar indicates the need to combine some of the flex days during week 6. Week 6, of course, is a flex week with less daily task expectation which allows time for combining lessons. By engaging in this way, Unit 3 week 1, which is task heavy, will not be impacted by the number of days students are out in November.



DECEMBER 2025 - Fourth Grade Pacing Calendar

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7 – Quarter 2	1 Unit 3-Genre Study 2 Week 3-Day 1	2 Unit 3-Genre Study 2 Week 3-Day 2	3 Unit 3-Genre Study 2 Week 3-Day 3	4 Unit 3-Genre Study 2 Week 3-Day 4	5 Unit 3-Genre Study 2 Week 3-Day 5
Week 8 – Quarter 2	8 Unit 3-Genre Study 2 Week 4-Day 6 Performance Matters Formative Assessment #2 Window Opens	9 Unit 3-Genre Study 2 Week 4-Day 7	10 Unit 3-Genre Study 2 Week 4-Day 8	11 Unit 3-Genre Study 2 Week 4-Day 9	12 Unit 3-Genre Study 2 Week 4-Day 10
Week 9 – Quarter 2	15 Unit 3-Genre Study 3 Week 5-Day 1	16 Unit 3-Genre Study 3 Week 5-Day 2	17 Unit 3-Genre Study 3 Week 5-Day 3	18 Unit 3-Genre Study 3 Week 5-Day 4	19 Unit 3-Genre Study 3 Week 5-Day 5 Performance Matters Formative Assessment #2 Window Closes Quarter 2 Ends
NO SCHOOL	22 Winter Break (Students Out)	23 Winter Break (Students Out)	24 Winter Break (Students Out)	25 Winter Break (Students Out)	26 Winter Break (Students Out)

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

NO SCHOOL	29 Winter Break (Students Out)	30 Winter Break (Students Out)	31 Winter Break (Students Out)		
-----------	--------------------------------------	--------------------------------------	--------------------------------------	--	--

Notes: Click [\[here\]](#) to access your grade level's new ELA lesson planning resource.

Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind, depending on their individual class needs.



2025-2026 District Common Assessments
Curriculum & Instruction

English Language Arts – Assessment #2
Standards Assessed on District Common Assessment

Grade 4	Reading Standards
	4.RL.KID.2
	4.RI.CS.5
	4.RL.CS.6
	4.RI.IKI.8
	Foundational Literacy Standards
	4.FL.SC.6
	4.FL.VA.7
<i>CFA 2 is cumulative. Therefore, it will include items to address standards from CFA 1.</i>	
	4.RL.KID.1/RI.KID.1
	4.RI.KID.2
	4.RL.KID.3/4.RI.KID.3



Wonders Grade 4 Curriculum Map Unit 3

Unit-at-a-Glance

The Unit-at-a-Glance found [here](#) is designed to provide a high-level overview of the weekly reading skills found in the unit.

Unit 3 Overview

This 6-week unit is designed to inspire students to become confident writers who can communicate effectively. The unit includes the following 3 Genre Studies:

Genre Study 1: Realistic Fiction (Weeks 1 and 2)

- *Key Features*
 - Is a made-up story with realistic characters, events, and settings
 - May have a story structure that uses flashback
 - Has a plot with events that could happen in real life
 - Is written from a consistent point of view
 - Includes dialogue
- *Concept*
 - Helping the Community
- *Essential Question*
 - In what ways can you help your community?

Genre Study 2: Biography (Weeks 3 and 4)

- *Key Features*
 - Has a narrative text structure with a beginning, middle, and end
 - Tells events in a person's life in chronological order
 - Describes character traits and tells why a person is or was important
 - May include text features such as timelines and images with captions
- *Concept*

- Liberty and Justice
- *Essential Question*
 - How can one person make a difference?
- Genre Study 3: Argumentative Text** (Week 5)
 - *Key Features*
 - Nonfiction text with a logical text structure, such as procedural or sequential
 - Supports the author’s opinion with arguments presented in a logical order
 - May include counterclaims that the author argues against
 - May include text features such as maps and headings
 - *Concept*
 - Feeding the World
 - *Essential Question*
 - In what ways can advances in science be helpful or harmful?

Review, Extend and Assess (Week 6)

- Week 6 lessons review and extend previously taught skills. The unit assessment is to be given during this time. This week is meant to be used flexibly as well as provide time to address pacing.

Unit Assessments

Assessments available for each unit include progress monitoring, selection tests, and unit assessments. As students progress through the unit, they will be assessed on their understanding of key instructional content.

Progress Monitoring Assessments: In Unit 3 students will engage in progress monitoring *at the end of each genre study*. Each progress monitoring assessment will formally and informally test skills taught during the genre study, offering the opportunity to monitor students’ progress in a steady and structured manner by providing formative assessment data.

Unit 3 Progress Monitoring	
Genre Study	Progress monitoring details page #
Realistic Fiction	T104
Biography	T202
Argumentative Text	T292

Unit Assessments: *At the end of each unit*, students will engage in a summative assessment that addresses the unit skills and reports on the outcome of students’ learning. As students complete each unit of the reading program, they will be assessed on their understanding of key instructional content. The results of Unit Assessments serve as a summative assessment, providing a status of current achievement in relation to students’ progress through the curriculum. The focus of this unit’s assessment is listed below.

UNIT 3 TESTED SKILLS

COMPREHENSION	VOCABULARY	GRAMMAR	WRITING
Point of View Author's Point of View Text Structure: Procedural Texts Text Features: Maps, Headings, Timelines	Context Clues Synonyms and Antonyms Greek Roots	Verb Tenses Main and Helping Verbs Linking Verbs Irregular Verbs	Opinion Performance Task

For additional details about the Unit 3 summative assessments, please see T330-T331.

ELL Scaffolds

ELL scaffolds for English Language Learners are embedded throughout the unit and found in each daily lesson. These scaffolds include beginning, intermediate and advanced instructional supports to help ELLs develop vocabulary, build fluency, and develop proficiency in speaking and writing. *The Bridge to English* resource found within the Teachers Edition will provide additional scaffolding support, make suggestions for pre-teaching key vocabulary, provide a language objective, and mini-lesson suggestions. Additionally, Newcomer support is provided by means of Newcomer activity cards and Beginning Level scaffolding suggestions found within the curriculum. The Newcomer Teachers Guide and related activities should only be utilized within the ELD support block to develop Social and Instructional Language for Newcomers.

Instructional Routines

Instructional Routines are management tools that provide clear, step-by-step guidance for how children approach learning activities. Using routines helps teachers communicate expectations and help children to efficiently develop effective learning habits. Key routines used throughout *Wonders* are explained and introduced in Start Smart. In the Instructional Routines sections of the curriculum maps, routines that are highlighted within the core instruction are listed in black. Additional routines that support the day's instructional components are noted in **green**. For further information regarding the Instructional Routines, see the *Instructional Routines Handbook* found [here](#).

Writing

For all grades, students write in response to each text they read. There are also Writing Process lessons in all grades. For kindergarten, a full set of lessons that support the Writing Process and writing in a specific genre appears in every even-numbered unit. For grade 1, the full set of lessons is in every unit. For grades 2–5, there are two complete Writing Process opportunities per unit, aligned to a specific genre. Click [here](#) to view the Wonders Writing Scope and Sequence for K-5. In this unit Genre Study 1 and 2 focus on Realistic Fiction while Genre Study 3 focuses on Opinion Essays. Additional resources to support writing instruction such as those provided by TDOE (i.e., Writing Rubrics, Assessment Overview, Blueprints, Anchor Papers, Writing Standards Guides, and etc.) can be found [here](#).

Self-Regulated Strategy Development (SRSD)

<https://srsdonline.org/free-materials/>

SRSD uses a six-stage gradual release model to teach writing strategies and build self-regulation. Instruction is delivered through six flexible, recursive stages: (1) Develop Background Knowledge, (2) Discuss It, (3) Model It, (4) Memorize It, (5) Support It, and (6) Independent Performance. Teachers guide students through activities in each stage as they initially learn to write with the SRSD model. Each stage includes key actions.

Genre Study 1: Realistic Fiction

Essential Question: In what ways can you help your community?

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These goals are communicated to parents in the weekly Family Letters found on the Wonders online platform. Genre Study 1 student goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Additional Instructional Routines

Beyond Start Smart, key instructional routines are featured in the Teacher's Edition and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in **green**.

MSCS Standards Guides

MSCS ELA Reading Standards Guides: To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, the MSCS Standards Guides show core instructional moves for a given skill within the standard. For each skill, the standards guide also include criteria for success, potential student misconceptions, and scaffolding ideas. Click [here](#) to access the MSCS Standards Guides.

Noteworthy: The list of standards noted in the daily lesson details below reflect what is highlighted in the Wonders curriculum resource. However, a focus standard(s) has been identified for each genre study. The weekly focus standard(s) can be found on the grade level's lesson plan PowerPoints linked [here](#). Additionally to provide more opportunities to engage with the genre study's focus standard, Ready Reading passages have been included on Days 6-10 for Genre Study 1 and 2 in each unit.

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RL.KID.3 4.RL.CS.4 4.RL.CS.6 4.SL.CC.2 4.FL.VA.7a.i 4.FL.SC.6.f 4.FL.WC.4.a	<ul style="list-style-type: none"> • Introduce the Concept T20–T21 • Introduce the Genre/Listening Comprehension T22–T23 • Read the Shared Read “Remembering Hurricane Katrina,” T24–T27 • Summarize Quick Write, T27 • Vocabulary Words in Context, Context Clues, T28–T29 • Grammar Action Verbs, T58 • Spelling r-Controlled Vowels, T62 	<ul style="list-style-type: none"> • Interactive Read Aloud “Books” • Shared Read “Remembering Hurricane Katrina” 	<ul style="list-style-type: none"> • Collaborative Conversations • Close Reading • Vocabulary • Respond to the Text • Mini lesson • Interactive Read Aloud • Shared Read
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Preteach Vocabulary T28–T29; Grammar <i>Talk About It</i>, T58; Expand Vocabulary T66</p>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

4.RL.KID.1 4.RL.KID.3 4.RL.CS.6 4.RL.RRTC.10 4.SL.PKI.5 4.W.RBPK.7 4.FL.SC.6.f	<ul style="list-style-type: none"> Strategy Visualize, T30–T31 Literary Elements Flashback, T32–T33 Skill Point of View, T34–T35 Shared Read Reread: Craft and Structure, T36–T37 Respond to Reading T38–T39 Study Skill/Research and Inquiry T42–T43 Grammar Action Verbs, T58 	<ul style="list-style-type: none"> Shared Read “Remembering Hurricane Katrina” 	<ul style="list-style-type: none"> Close Reading Vocabulary Respond to the Text Mini-lesson Fluency Analytical Writing Routine
--	--	---	--

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Phonics *r*-Controlled Vowels, T40–T41; Fluency Expression, T41; Grammar *Talk About It*, T58; Spelling *r*-Controlled Vowels, T62; Expand Vocabulary T66

Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.6 4.W.PDW.5 4.FL.SC.6.g 4.FL.SC.6.f 4.FL.VA.7a.i	<ul style="list-style-type: none"> Read the Anchor Text, <i>Aguinaldo</i>, T43A–T43M Take Notes About Text, T43A–T43M Grammar Action Verbs, T59 Expand Vocabulary T67 	<ul style="list-style-type: none"> Anchor Text <i>Aguinaldo</i> 	<ul style="list-style-type: none"> Collaborative Conversation Close Reading Vocabulary Respond to the Text Mini lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Grammar *Talk About It*, T59; Spelling *r*-Controlled Vowels, T63

Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.6	<ul style="list-style-type: none"> Read the Anchor Text, <i>Aguinaldo</i>, T43A–T43M Take Notes About Text, T43A–T43M Respond to the Text T43N 	<ul style="list-style-type: none"> Anchor Text <i>Aguinaldo</i> 	<ul style="list-style-type: none"> Close Reading Respond to the Text Mini lesson

4.W.PDW.5 4.FL.VA.7a.i			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Action Verbs</i>, T59; Grammar <i>Talk About It</i>, T59; Spelling <i>r-Controlled Vowels</i>, T63; Expand Vocabulary, T67</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.6 4.W.PDW.5 4.FL.WC.4.a 4.FL.VA.7a.i	<ul style="list-style-type: none"> Reread the Anchor Text, <i>Aguinaldo</i>, T43A–T43Q Writing Expert Model, T50–T51 Spelling <i>r-Controlled Vowels</i>, T63 	<ul style="list-style-type: none"> Anchor Text <i>Aguinaldo</i> 	<ul style="list-style-type: none"> Close Reading Vocabulary Respond to the Text Fluency Mini lesson Spelling
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Action Verbs</i>, T59; Grammar <i>Talk About It</i>, T59; Expand Vocabulary, T67</p>			
<p>Small Groups</p> <p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the <i>Wonders</i> Teacher Editions. The yellow pages include instruction that focuses on leveled readers, differentiated passages, skills, and independent practice.</p> <p>Workstations: The <i>Wonders</i> curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities, and Differentiated Workstation Activity Cards. This week's Workstation Cards include the following: Reading 5, Reading 29, Social Studies 12, Phonics/Word Study 4, Phonics/Word Study 20,21, and Writing 4. For more details about this week's workstation options, see Unit 3 Teacher's Edition, pages T14-T15.</p>			

Genre Study 1: Realistic Fiction			
Essential Question: In what ways can you help your community?			
Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These goals are communicated to parents in the weekly Family Letters found on the Wonders online platform. Genre Study 1 student goals can be found here .			
Backwards Mapping: Assessments When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Additional Instructional Routines Beyond Start Smart, key instructional routines are featured in the Teacher's Edition and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day's instruction are listed in green .			
MSCS Standards Guides MSCS ELA Reading Standards Guides: To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, the MSCS Standards Guides show core instructional moves for a given skill within the standard. For each skill, the standards guide also include criteria for success, potential student misconceptions, and scaffolding ideas. Click here to access the MSCS Standards Guides.			
Noteworthy: The list of standards noted in the daily lesson details below reflect what is highlighted in the Wonders curriculum resource. However, a focus standard(s) has been identified for each genre study. The weekly focus standard(s) can be found on the grade level's lesson plan PowerPoints linked here . Additionally to provide more opportunities to engage with the genre study's focus standard, Ready Reading passages have been included on Days 6-10 for Genre Study 1 and 2 in each unit.			
Day 6 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.6 4.W.PDW.5 4.W.PDW.4 4.W.TTP.3.b 4.FL.SC.6.b 4.FL.WC.4.a 4.FL.VA.7.a.i	<ul style="list-style-type: none"> Reread the Anchor Text <i>Aguinaldo</i>, T43A–T43M Respond to Reading T44–T45 Writing Plan, T52–T53 Grammar Verb Tenses, T60 Spelling Silent Letters, T64 	<ul style="list-style-type: none"> Anchor Text <i>Aguinaldo</i> 	<ul style="list-style-type: none"> Close Reading Respond to the Text Fluency Mini lesson
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i> Grammar <i>Talk About It</i> , T60; Expand Vocabulary T67			

Day 7 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.W.PDW.4 4.W.TTP.3.b 4.FL.SC.6.b 4.FL.VA.7a.i	<ul style="list-style-type: none"> Read the Paired Selection “Partaking in Public Service,” T45A–T45D Writing Plan, T54–T55 Grammar Verb Tenses, T60 Expand Vocabulary T66 	<ul style="list-style-type: none"> Paired Text “Partaking in Public Service” 	<ul style="list-style-type: none"> Close Reading Vocabulary Respond to the Text Mini lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Talk About It</i>, T60; Spelling <i>Words with Silent Letters</i>, T64</p>			
Day 8 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.KID.2 4.RI.IKI.8 4.W.TTP.3.c 4.FL.SC.6.i 4.FL.WC.4.b 4.FL.SC.6.b 4.FL.VA.7a.i	<ul style="list-style-type: none"> Reread the Paired Selection “Partaking in Public Service,” T45A–T45D Author’s Craft Facts and Opinion, T46–T47 Writing Draft, T56–T57 Grammar Verb Tenses, T61 Expand Vocabulary T67 	<ul style="list-style-type: none"> Paired Text “Partaking in Public Service” 	<ul style="list-style-type: none"> Close Reading Vocabulary Respond to the Text Fluency Mini lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Phonics <i>Words with Silent Letters</i>, T48–T49; Grammar <i>Talk About It</i>, T61; Spelling <i>Words with Silent Letters</i>, T65</p>			
Day 9 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.IKI.9 4.W.TTP.3.c 4.SL.CC.2 4.FL.SC.6.i 4.FL.WC.4.b	<ul style="list-style-type: none"> Fluency Reread Genre Passage, T48–T49 Writing Draft, T56–T57 Integrate Make Connections, T68 	<ul style="list-style-type: none"> Fluency Passages “How Vera Helped” Blast “Let’s Pitch In” 	<ul style="list-style-type: none"> Collaborative Conversation Close Reading Respond to the Text Fluency

4.FL.F.5.b 4.FL.PWR.3.a			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Verb Tenses</i>, T61; Grammar <i>Talk About It</i>, T61; Spelling <i>Words with Silent Letters</i>, T65 Expand Vocabulary T67</p>			
Day 10 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.SL.CC.1 4.W.TTP.3.c 4.FL.SC.6.i 4.FL.WC.4.b 4.FL.WC.4.a	<ul style="list-style-type: none"> • Writing Draft, T56–T57 • Spelling Words with Silent Letters, T65 • Research and Inquiry Present Your Work, T69 • Progress Monitoring T104–T105 		<ul style="list-style-type: none"> • Respond to the Text • Mini lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Verb Tenses</i>, T61; Grammar <i>Talk About It</i>, T61; Expand Vocabulary T67</p>			
Small Groups			
<p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the <i>Wonders</i> Teacher Editions. The yellow pages include instruction that focuses on leveled readers, differentiated passages, skills, and independent practice.</p>			
<p>Workstations: The <i>Wonders</i> curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities, and Differentiated Workstation Activity Cards. This week's Workstation Cards include the following: Reading 5, Reading 29, Social Studies 12, Phonics/Word Study 4, Phonics/Word Study 20,21, and Writing 4. For more details about this week's workstation options, see Unit 3 Teacher's Edition, pages T14-T15</p>			

Genre Study 2: Biography

Essential Question: How can one person make a difference?

Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These goals are communicated to parents in the weekly Family Letters found on the Wonders online platform. Genre Study 2 student goals can be found [here](#).

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Additional Instructional Routines

Beyond Start Smart, key instructional routines are featured in the Teacher’s Edition and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in **green**.

MSCS Standards Guides

MSCS ELA Reading Standards Guides: To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, the MSCS Standards Guides show core instructional moves for a given skill within the standard. For each skill, the standards guide also include criteria for success, potential student misconceptions, and scaffolding ideas. Click [here](#) to access the MSCS Standards Guides.

Noteworthy: The list of standards noted in the daily lesson details below reflect what is highlighted in the Wonders curriculum resource. However, a focus standard(s) has been identified for each genre study. The weekly focus standard(s) can be found on the grade level’s lesson plan PowerPoints linked [here](#). Additionally to provide more opportunities to engage with the genre study’s focus standard, Ready Reading passages have been included on Days 6-10 for Genre Study 1 and 2 in each unit.

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RI.IKI.8 4.RI.IKI.7 4.SL.CC.2 4.FL.VA.7a.i 4.FL.VA.7b.iii 4.FL.SC.6.c 4.FL.WC.4.a	<ul style="list-style-type: none"> • Introduce the Concept T118–T119 • Introduce the Genre/Listening Comprehension T120–T121 • Read the Shared Read “Judy’s Appalachia,” T122–T125 • Summarize Quick Write, T125 • Vocabulary Words in Context, Synonyms and Antonyms, T126–T127 • Grammar Main and Helping Verbs, T156 • Spelling Soft c and g, T160 	<ul style="list-style-type: none"> • Interactive Read Aloud “Nelson Mandela: Working for Freedom” • Shared Read “Judy’s Appalachia” 	<ul style="list-style-type: none"> • Collaborative Conversations • Close Reading • Vocabulary • Respond to the Text • Mini-lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Preteach Vocabulary, T126–T127; Grammar <i>Talk About It</i>, T156; Expand Vocabulary T164</p>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

4.RL.KID.1 4.RI.KID.3 4.RI.CS.5 4.RI.IKI.7 4.RI.IKI.8 4.W.RBPK.8 4.W.RBPK.7 4.SL.CC.2 4.FL.SC.6.c	<ul style="list-style-type: none"> • Strategy Reread, T128–T129 • Text Features Text Structure: Timeline, T130–T131 • Skill Author’s Point of View, T132–T133 • Shared Read Reread: Craft and Structure, T134–T135 • Respond to Reading T136–T137 • Study Skill/Research and Inquiry T140–T141 • Grammar Main and Helping Verbs, T156 	<ul style="list-style-type: none"> • Shared Read “Judy’s Appalachia” 	<ul style="list-style-type: none"> • Collaborative Conversation • Close Reading • Vocabulary • Respond to the Text • Mini lesson • Fluency
---	--	---	--

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Phonics *Soft c and g*, T138–T139; Fluency *Accuracy*, T139; Grammar *Talk About It*, T156; Spelling *Soft c and g*, T160; Expand Vocabulary T164

Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.IKI.8 4.FL.SC.6.b 4.FL.SC.6.c 4.FL.VA.7a.i 4.FL.VA.7a.ii 4.FL.VA.7b.iii 4.SL.CC.2	<ul style="list-style-type: none"> • Read the Anchor Text <i>Delivering Justice</i>, T141A–T141S • Take Notes About Text <i>Delivering Justice</i>, T141A–T141S • Grammar Main and Helping Verbs, T157 • Expand Vocabulary T165 	<ul style="list-style-type: none"> • Anchor Text <i>Delivering Justice</i> 	<ul style="list-style-type: none"> • Close Reading • Vocabulary • Respond to the Text • Mini lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Grammar *Talk About It*, T157; Spelling *Soft c and g*, T161

Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
-----------------------	--	-------	------------------------

MSCS Wonders – Grade 4 Unit 3 Curriculum Map

4.RL.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.IKI.8 4.FL.SC.6.b 4.FL.VA.7b.iii 4.SL.CC.2	<ul style="list-style-type: none"> Read the Anchor Text <i>Delivering Justice</i>, T141A–T141S Take Notes About Text T141A–T141S Respond to the Text T141T 	<ul style="list-style-type: none"> Anchor Text <i>Delivering Justice</i> 	<ul style="list-style-type: none"> Close Reading Respond to the Text Mini-lesson
--	---	---	---

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Grammar *Main and Helping Verbs*, T157; Grammar *Talk About It*, T157; Spelling *Soft c and g*, T161; Expand Vocabulary T165

Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.IKI.8 4.W.PDW.5 4.FL.WC.4.a 4.FL.SC.6.b 4.FL.VA.7b.iii 4.SL.CC.2	<ul style="list-style-type: none"> Reread the Anchor Text <i>Delivering Justice</i>, T141A–T141S Writing Revise, T148–T149 Spelling Soft c and g, T161 	<ul style="list-style-type: none"> Anchor Text <i>Delivering Justice</i> 	<ul style="list-style-type: none"> Close Reading Respond to the Text Mini-lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Grammar *Main and Helping Verbs*, T157; Grammar *Talk About It*, T157; Expand Vocabulary T165

Small Groups

Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the **yellow pages** of the *Wonders* Teacher Editions. The yellow pages include instruction that focuses on leveled readers, differentiated passages, skills, and independent practice.

Workstations: The *Wonders* curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include **Independent Reading, Writing, Research and Inquiry Projects, Digital Activities, and**

Differentiated Workstation Activity Cards. This week’s Workstation Cards include the following: Reading 11, Reading 29, Social Studies 13, Phonics/Word Study 1, 7, Phonics/Word Study 22, 23, and Writing 17. For more details about this week’s workstation options, see Unit 3 Teacher’s Edition, pages T112-T113.

Genre Study 2: Biography			
Essential Question: How can one person make a difference?			
Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These goals are communicated to parents in the weekly Family Letters found on the Wonders online platform. Genre Study 2 student goals can be found here .			
Backwards Mapping: Assessments When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Additional Instructional Routines Beyond Start Smart, key instructional routines are featured in the Teacher’s Edition and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in green .			
MSCS Standards Guides MSCS ELA Reading Standards Guides: To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, the MSCS Standards Guides show core instructional moves for a given skill within the standard. For each skill, the standards guide also include criteria for success, potential student misconceptions, and scaffolding ideas. Click here to access the MSCS Standards Guides.			
Noteworthy: The list of standards noted in the daily lesson details below reflect what is highlighted in the Wonders curriculum resource. However, a focus standard(s) has been identified for each genre study. The weekly focus standard(s) can be found on the grade level’s lesson plan PowerPoints linked here . Additionally to provide more opportunities to engage with the genre study’s focus standard, Ready Reading passages have been included on Days 6-10 for Genre Study 1 and 2 in each unit.			
Day 6 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RI.KID.3 4.RI.KID.2 4.RI.IKI.8 4.W.PDW.5 4.FL.WC.4.a 4.FL.SC.6.b 4.FL.VA.7b.iii 4.SL.CC.2	<ul style="list-style-type: none"> Reread the Anchor Text <i>Delivering Justice</i>, T141A–T141S Respond to Reading T142–T143 Writing Revise, T148–T149 Grammar Linking Verbs, T158 Spelling Plurals, T162 	<ul style="list-style-type: none"> Anchor Text <i>Delivering Justice</i> 	<ul style="list-style-type: none"> Close Reading Vocabulary Respond to the Text Mini-lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Grammar *Talk About It*, T158; Expand Vocabulary T164

Day 7 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.W.TTP.3.g 4.FL.WC.4.a 4.FL.VA.7a.i 4.FL.VA.7a.ii 4.FL.VA.7b.iii	<ul style="list-style-type: none"> Read the Paired Selection "Keeping Freedom in the Family," T143A–T143D Writing Peer Conferencing, T150–T151 Grammar Linking Verbs, T158 Expand Vocabulary T164 	<ul style="list-style-type: none"> Paired Text "Keeping Freedom in the Family" 	<ul style="list-style-type: none"> Collaborative Conversation Close Reading Vocabulary Respond to the Text Fluency Mini-lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Grammar *Talk About It*, T158; Spelling *Plurals*, T162

Day 8 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.CS.6 4.W.PDW.6 4.FL.VA.7a.i 4.FL.VA.7a.ii 4.FL.VA.7b.iii	<ul style="list-style-type: none"> Reread the Paired Selection "Keeping Freedom in the Family," T143A–T143D Author's Craft Anecdote, T144–T145 Writing Edit and Proofread, T152–T153 Grammar Linking Verbs, T159 Expand Vocabulary T165 	<ul style="list-style-type: none"> Paired Text "Keeping Freedom in the Family" 	<ul style="list-style-type: none"> Collaborative Conversation Close Reading Vocabulary Respond to the Text Mini-lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Phonics *Plurals*, T146–T147; Grammar *Talk About It*, T159; Spelling *Plurals*, T163

Day 9 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.IKI.9 4.FL.F.5.a 4.FL.F.5.b 4.FL.PWR.3.a 4.W.PDW.6	<ul style="list-style-type: none"> Fluency Reread Genre Passage, T147 Writing Edit and Proofread, T152–T153 Integrate Make Connections, T166 	<ul style="list-style-type: none"> Fluency Passage “The Life of Barbara Jordan” Blast Text “The Power is Yours” 	<ul style="list-style-type: none"> Collaborative Conversation Close Reading Respond to the Text Fluency Mini-lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Linking Verbs</i>, T159; Grammar <i>Talk About It</i>, T159; Spelling <i>Plurals</i>, T163; Expand Vocabulary T165</p>			
Day 10 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.SL.CC.1 4.W.PDW.6 4.FL.WC.4.a	<ul style="list-style-type: none"> Writing Publish, Present, and Evaluate, T154–T155 Spelling Plurals, T163 Research and Inquiry Present Your Work, T167 Progress Monitoring T202–T203 		<ul style="list-style-type: none"> Collaborative Conversation Vocabulary Respond to the Text Mini-lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Linking Verbs</i>, T159; Grammar <i>Talk About It</i>, T159; Expand Vocabulary T165</p>			
Small Groups			
<p>Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the <i>Wonders</i> Teacher Editions. The yellow pages include instruction that focuses on leveled readers, differentiated passages, skills, and independent practice.</p>			
<p>Workstations: The <i>Wonders</i> curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include Independent Reading, Writing, Research and Inquiry Projects, Digital Activities, and</p>			

Differentiated Workstation Activity Cards. This week’s Workstation Cards include the following: Reading 11, Reading 29, Social Studies 13, Phonics/Word Study 1, 7, Phonics/Word Study 22, 23, and Writing 17. For more details about this week’s workstation options, see Unit 3 Teacher’s Edition, pages T112-T113.

Genre Study 3: Argumentative Text			
Essential Question: In what ways can advances in science be helpful or harmful?			
Student Goals: Instructional goals for students are provided for each genre study in the Wonders curriculum. These goals are communicated to parents in the weekly Family Letters found on the Wonders online platform. Genre Study 3 student goals can be found here .			
Backwards Mapping: Assessments When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (<i>administered weekly in K-1 and at the end of the genre study in 2nd-5th</i>), unit assessments (<i>administered at the end of each unit</i>), and selection test (<i>throughout the unit</i>) are some of the assessments provided within the Wonders curriculum. Click here to access a pdf of these Wonders assessments and here for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.			
Additional Instructional Routines Beyond Start Smart, key instructional routines are featured in the Teacher’s Edition and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in green .			
MSCS Standards Guides MSCS ELA Reading Standards Guides: To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, the MSCS Standards Guides show core instructional moves for a given skill within the standard. For each skill, the standards guide also include criteria for success, potential student misconceptions, and scaffolding ideas. Click here to access the MSCS Standards Guides.			
Noteworthy: The list of standards noted in the daily lesson details below reflect what is highlighted in the Wonders curriculum resource. However, a focus standard(s) has been identified for each genre study. The weekly focus standard(s) can be found on the grade level’s lesson plan PowerPoints linked here . Additionally to provide more opportunities to engage with the genre study’s focus standard, Ready Reading passages have been included on Days 6-10 for Genre Study 1 and 2 in each unit.			
Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RI.IKI.7 4.RI.IKI.8 4.SL.CC.2 4.FL.VA.7a.ii 4.FL.WC.4.a	<ul style="list-style-type: none"> • Introduce the Concept T214–T215 • Introduce the Genre/Listening Comprehension T216–T217 • Read the Shared Read “Dog” and Other Poems T218–T221 • Summarize Quick Write, T221 • Vocabulary Words in Context, Greek Roots, T222–T223 • Grammar Irregular Verbs, T250 • Spelling Compound Words, T252 	<ul style="list-style-type: none"> • Interactive Read Aloud “All About Organic” • Shared Read “Food Fight” 	<ul style="list-style-type: none"> • Collaborative Conversation • Close Reading • Vocabulary • Respond to the Text • Mini lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Preteach Vocabulary T222–T223; Grammar *Talk About It*, T250; Expand Vocabulary T254

Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RI.KID.3 4.RI.IKI.7 4.RI.IKI.8 4.W.RBPK.8	<ul style="list-style-type: none"> • Strategy Reread, T224–T225 • Text Features Maps and Headings, T226–T227 • Skill Author's Point of View, T228–T229 • Shared Read Reread: Craft and Structure, T230–T231 • Respond to Reading T232–T233 • Study Skill/Research and Inquiry T236–T237 • Grammar Irregular Verbs, T250 	<ul style="list-style-type: none"> • Shared Read “Food Fight” 	<ul style="list-style-type: none"> • Collaborative Conversation • Close Reading • Respond to the Text • Fluency • Mini lesson

Optional instructional opportunities are provided daily for students who need additional reinforcement. When electing to engage in these optional opportunities, **teachers should plan to do so during their small group times.**

Phonics *Compound Words*, T234–T235; Fluency *Accuracy and Rate*, T235; Grammar *Talk About It*, T250; Spelling *Compound Words*, T252; Expand Vocabulary, T254

Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.KID.1 4.RI.KID.3 4.RI.IKI.7 4.RI.IKI.8 4.FL.VA.7a.ii	<ul style="list-style-type: none"> • Read and Reread the Anchor Text “A New Kind of Corn,” T237A–T237D • Take Notes About Text T237A–T237D • Respond to Reading T238–T239 • Grammar Irregular Verbs, T251 • Expand Vocabulary T255 	<ul style="list-style-type: none"> • Anchor Text “A New Kind of Corn” 	<ul style="list-style-type: none"> • Collaborative Conversation • Close Reading • Vocabulary • Respond to the Text • Fluency • Mini lesson

Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.

Grammar *Talk About It*, T251; Spelling *Compound Words*, T253

Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.KID.1 4.RI.KID.3 4.RI.CS.5 4.RI.IKI.8 4.W.TTP.1.e 4.W.TTP.1.c 4.W.TTP.1.d 4.W.TTP.1.b 4.W.TTP.1.a 4.W.TTP.3.d 4.W.PDW.4 4.W.PDW.5 4.FL.VA.7a.ii	<ul style="list-style-type: none"> Read and Reread the Paired Selection “The Pick of the Patch,” T239A–T239B Author’s Craft Procedural Text Structure, T240–T241 Writing Expert Model and Plan, T242–T247 	<ul style="list-style-type: none"> Paired Text “The Pick of the Patch” 	<ul style="list-style-type: none"> Collaborative Conversation Close Reading Respond to the Text Mini lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Irregular Verbs</i>, T251; Grammar <i>Talk About It</i>, T251; Spelling <i>Compound Words</i>, T253; Expand Vocabulary T255</p>			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.IKI.9 4.FL.WC.4.a 4.FL.WC.4.b 4.FL.F.5.b 4.FL.SC.6.i 4.W.TTP.1.a 4.W.TTP.1.b 4.W.RBPK.8	<ul style="list-style-type: none"> Writing Draft, T248–T249 Spelling Compound Words, T253 Integrate Make Connections, T256 Fluency Accuracy and Rate, T257 	<ul style="list-style-type: none"> Mentor Text “A New Kind of Corn” Blast Text “Fertilizers: The Good and the Bad” Fluency Passage “Food Fight” 	<ul style="list-style-type: none"> Collaborative Conversation Close Reading Respond to the Text Fluency Mini lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Grammar <i>Irregular Verbs</i>, T251; Grammar <i>Talk About It</i>, T251; Expand Vocabulary T255</p>			

Small Groups

Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the **yellow pages** of the *Wonders* Teacher Editions. The yellow pages include instruction that focuses on leveled readers, differentiated passages, skills, and independent practice.

Workstations: The Wonders curriculum provides a variety of workstation opportunities for students to engage in small group and independent practice, which include **Independent Reading, Writing, Research and Inquiry Projects, Digital Activities, and Differentiated Workstation Activity Cards**. This week’s Workstation Cards include the following: Reading 11, Reading 29, Science 18, Phonics/Word Study 11, Phonics/Word Study 24, and Writing 10. For more details about this week’s workstation options, see Unit 3 Teacher’s Edition, pages T210-211.

Week 6: Review, Extend and Assess

Backwards Mapping: Assessments

When planning for the lessons keep in mind the focus of the upcoming assessments. Progress monitoring (*administered weekly in K-1 and at the end of the genre study in 2nd-5th*), unit assessments (*administered at the end of each unit*), and selection test (*throughout the unit*) are some of the assessments provided within the Wonders curriculum. Click [here](#) to access a pdf of these Wonders assessments and [here](#) for more information about Wonders assessments, interpreting the results, and using that information for instructional planning.

Additional Instructional Routines

Beyond Start Smart, key instructional routines are featured in the Teacher’s Edition and noted in black under the Instructional Routines column of the maps. Additional noteworthy routines that align to the day’s instruction are listed in **green**.

MSCS Standards Guides

MSCS ELA Reading Standards Guides: To master many of the TN ELA Academic Standards, students must learn several specific skills within a standard. To provide targeted supports for understanding the academic standards, the MSCS Standards Guides show core instructional moves for a given skill within the standard. For each skill, the standards guide also include criteria for success, potential student misconceptions, and scaffolding ideas. Click [here](#) to access the MSCS Standards Guides.

Noteworthy: The list of standards noted in the daily lesson details below reflect what is highlighted in the Wonders curriculum resource. However, a focus standard(s) has been identified for each genre study. The weekly focus standard(s) can be found on the grade level’s lesson plan PowerPoints linked [here](#). Additionally to provide more opportunities to engage with the genre study’s focus standard, Ready Reading passages have been included on Days 6-10 for Genre Study 1 and 2 in each unit.

Day 1 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher’s Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RI.CS.5 4.RI.IKI.7 4.FL.VA.7a.i 4.W.TTP.1.d 4.W.PDW.5	<ul style="list-style-type: none"> Reading Digitally Read “Kids Lead the Way,” T298–T299 Show What You Learned “A Political Pioneer: Ann Richards,” T302–T303 Writing Revise, T310–T311 	<ul style="list-style-type: none"> Online Article “Kids Lead the Way” Test Passage “A Political Pioneer: Ann Richards” 	<ul style="list-style-type: none"> Close Reading Respond to the Text Fluency Mini lesson

4.W.PDW.6 4.W.RBPK.7 4.SL.CC.2			
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups..</i></p> <p>Reader's Theater <i>Nat Love, Western Hero</i> Read the Play and Model Fluency, T300</p>			
Day 2 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RL.KID.1 4.RL.CS.6 4.RI.IKI.7 4.W.RBPK.7 4.W.PDW.6 4.SL.CC.2 4.FL.VA.7b.iii	<ul style="list-style-type: none"> Show What You Learned "Dog Park Rules," T304–T305 Writing Peer Conferencing, T312–T313 	<ul style="list-style-type: none"> Test Passage "Dog Park Rules" 	<ul style="list-style-type: none"> Collaborative Conversation Respond to the Text Fluency Mini-lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p> <p>Reading Digitally <i>Reread "Kids Lead the Way,"</i> T298–T299; Reader's Theater <i>Nat Love, Western Hero</i> Assign Roles and Practice the Play, T300–T301</p>			
Day 3 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.IKI.7 4.W.TTP.1.f 4.W.PDW.5 4.FL.VA.7a.ii	<ul style="list-style-type: none"> Extend Your Learning Comparing Genres: Expository and Biography, T306 Greek Roots, T307 Writing Edit and Proofread, T314–T315 		<ul style="list-style-type: none"> Close Reading Vocabulary Respond to the Text Fluency Mini lesson
<p><i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i></p>			

Reader's Theater <i>Nat Love, Western Hero</i> Practice the Play, Extend, T300–T301			
Day 4 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.W.TTP.2.g 4.W.RBPK.8 4.W.RBPK.7 4.W.PDW.6 4.SL.PKI.4	<ul style="list-style-type: none"> Extend Your Learning Draw a Map, T308 Watch a Primary Source Video, T308 Write Directions for Growing a Plant, T309 Writing Publish, Present, and Evaluate, T316–T317 		<ul style="list-style-type: none"> Close Reading Respond to the Text Fluency Mini lesson
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i>			
Reader's Theater <i>Nat Love, Western Hero</i> Performance, Reread the Play, T301			
Day 5 TN Standards	Tasks <i>The objectives for each task can be found in the Teacher's Edition on the initial page where the task appears.</i>	Texts	Instructional Routines
4.RI.IKI.9 4.SL.CC.1 4.SL.PKI.4 4.W.PDW.6	<ul style="list-style-type: none"> Writing Publish, Present, and Evaluate, T316–T317 Track Your Progress T318 Wrap Up the Unit T319 Summative Assessment T330–T331 		<ul style="list-style-type: none"> Respond to the Text Mini lesson
<i>Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction. Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students' understanding during whole group instruction. However, as teachers plan for implementation, some optional activities may be identified as best suited for small groups.</i>			
Presentation Options <i>Speaking and Listening</i> , T320; Research and Inquiry <i>Presentations</i> , T321; Inquiry Space <i>Publish, Present, and Evaluate</i> , T322–T323; Writing <i>Student Choice</i> , T324, <i>Portfolio Choice</i> , T325			
Small Groups			
Small Group Instruction: During the teacher led small group, teachers should focus on the components of instruction that best align to the needs of the group. The differentiated instructional components for small groups are found on the yellow pages of the <i>Wonders</i> Teacher Editions. The yellow pages include instruction that focuses on leveled readers, differentiated passages, skills, and independent practice.			